DOCUMENT RESUME

ED 059 956 SO 002 712

AUTHOR Stone, Jack R.
TITLE Social Studies: International Trouble Spots.
INSTITUTION Dade County Public Schools, Miami, Fla.
PUB DATE 71
NOTE 31p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Activity Units; Behavioral Objectives; *Case Studies; *Conflict Resolution; *Current Events; Curriculum Guides; Foreign Relations; Grade 7; Grade 8; Grade 9; Human Relations; Interdisciplinary Approach; *International Education; Junior High Schools; Nationalism; Peace; Secondary Grades; War; *World Problems
IDENTIFIERS Florida; *Quinmester Program

ABSTRACT

This elective course of study for grades seven through nine is part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The intent is to equip students to meaningfully analyze current events. Emphasis is placed on understanding the complex underlying political, economic, racial, and religious causes for conflict and alternatives for resolving conflicts. The guide is divided into four sections: 1) a broad framework of goals; 2) international course content outline; 3) lists of objectives and learning activities picturing the concept and behavioral objectives for a set of learning activities that incorporates case studies of current world trouble areas such as Southeast Asia, the Middle East, South Africa, Divided Germany, India and Latin America; and, 4) recommended textual and alternate materials, including supplementary suggested teacher resources. Related documents are SO 002 709 through SO 002 718. (Author/SJM)

ED 059956

SO
N-IJ

CG

SP 003 712

AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

Social Studies: INTERNATIONAL TROUBLE SPOTS 6478.14
6470.34

DIVISION OF INSTRUCTION • 1971

INTERNATIONAL TROUBLE SPOTS

6478.14
6470.34

by

Jack R. Stone

for the

Division of Instruction
Dade County Public Schools
Miami, Florida
1971

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

DADE COUNTY SCHOOL BOARD

Mr. William Lehman, Chairman
Mr. G. Holmes Braddock, Vice-Chairman
Mrs. Ethel Beckham
Mrs. Crutcher Harrison
Mrs. Anna Brenner Meyers
Dr. Ben Sheppard
Mr. William H. Turner

Dr. E. L. Whigham, Superintendent of Schools
Dade County Public Schools
Miami, Florida 33132

Published by the Dade County School Board

Copies of this publication may be obtained through

Textbook Services
2210 S. W. Third Street
Miami, Florida 33135

Price: $.75

INTRODUCTION

This course of study was written as part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g. pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to, Social Studies, Room 306 Lindsey Hopkins.

James A. Fleming
Social Studies Consultant

COURSE DESCRIPTION: CASE STUDIES OF CURRENT WORLD TROUBLE AREAS. THE INTENT IS TO EQUIP STUDENTS TO MEANINGFULLY ANALYZE CURRENT EVENTS. SELECTION OF TOPICS IS DETERMINED BY WORLD EVENTS AS THEY OCCUR, BUT EMPHASIS IS PLACED ON UNDERSTANDING THE COMPLEX UNDERLYING POLITICAL, ECONOMIC, RACIAL AND RELIGIOUS CAUSES FOR LARGE-SCALE CONFLICT AND ALTERNATIVES FOR RESOLVING CONFLICTS.

CLUSTER: World Studies
GRADE LEVEL: 7 - 9
COURSE STATUS: Elective

COURSE RATIONALE: Understanding the complex factors involved in world conflicts is of great importance to today's citizen. This course should assist students in the skills needed to interpret world events as they occur and to examine critically the information they receive through the news media.

COURSE GOALS

THE STUDENT WILL:

1. EXAMINE PAST ATTEMPTS TO RESOLVE CONFLICTS AMONG NATIONS.

2. SUGGEST ALTERNATIVE WAYS TO RESOLVE CONFLICTS AMONG NATIONS.

3. ANALYZE THE MULTIPLE CAUSES FOR CONFLICT IN SELECTED WORLD TROUBLE SPOTS.

4. PREDICT THE FUTURE OF WORLD TROUBLE SPOTS.

COURSE CONTENT OUTLINE:

I. What Is An International Trouble Spot?

A. Examples

B. League of Nations: Attempt to preserve peace.

C. United Nations

II. What Role Does Nationalism Play In International Trouble Spots?

A. Patriotism

B. Expressions of nationalism

1. Racial
2. Religious
3. Political
4. Economic

III. How Can Conflict Among Nations be Avoided?

A. Causes of conflict

B. Resolution of conflicts

C. Wars as a way to settle conflict

D. Alternatives for world peace

IV. Case Studies Of Current Conflicts

A. Southeast Asia

1. Factors affecting the conflict
   a. Geographic
   b. Economic
   c. Historic
   d. Racial
   e. Religious
   f. Foreign influence
      (1) Japanese
      (2) French
      (3) China
      (4) United States
   g. Personalities involved
2. Current events
3. The future

B. The Middle East

1. Factors affecting the conflict
2. Current events
3. The future

C. Other case studies

1. South Africa: Apartheid
2. Divided Germany
3. India: Moslem and Hindu
4. Latin America: Castro and political instability
5. Other

V. Beyond Present Trouble Spots

A. Current world conflicts

B. Predicting the future

GOAL: THE STUDENT WILL EXAMINE PAST ATTEMPTS TO RESOLVE CONFLICTS AMONG NATIONS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
WHAT IS AN INTERNATIONAL TROUBLE SPOT?	A. The student will describe an example of an international trouble spot.	1. Begin class with a general discussion. The teacher should illustrate the term international trouble spot, possibly using something from a recent newspaper item. Assuming the issue selected to be the Cuban missile crisis, the teacher might ask: a. What were some of the events surrounding the 1962 Cuban Missile crisis? b. How could a small country such as Cuba present such a tense situation in the world? c. What would have happened it the USSR had continued to build missile bases there? 2. Introduce and discuss terms: nation, international relations, nationalism, economics, politics. 3. Have students make a map of the world, labeling major regions. They might be asked to go home and search through a newspaper for that day, identifying the international trouble spots mentioned. Each one could be labeled on the map; students could be asked to explain what was happening in each case in class the next day. On the basis of this assignment, the teacher could have the class cooperate in selecting the trouble spots to be studied during this unit. 4. A possible project to continue throughout the nine weeks: Divide the class into small groups, each group to represent a current world trouble spot or region of the world. The teacher could list several alternatives and have students make a first, second and third choice (on which to base the groups). Each group can divide its members into specific primary tasks. The tasks could be rotated periodically. (E.G. Chairman in charge of organizing, making oral reports, and leading group discussions; researcher in charge of gathering news articles and pertinent information for the group; historian in charge

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		of learning about the background information on the trouble spot and sharing it with the group so they are all experts on the topic; recorder who would keep a running notebook of the group's activities and information, and a separate list of hypotheses the group makes. Other tasks might include someone to conduct interviews with students and adults on opinions on the topic and one to prepare a transparency presentation on the topic for the class). The teacher must allow class time for group work and reports. 5. Students should be encouraged to watch TV news programs as often as possible, and to read a daily paper. The teacher may wish to assign students to report on the latest news about a given issue based on TV newcasts and newspapers. 6. If possible, teacher should subscribe to the Miami Herald, which is available for a reasonable fee in class sets from the Herald. If class sets are an impossibility for financial reasons, at least a few copies should be available for small groups to share.
WHAT ATTEMPTS HAVE BEEN MADE IN THE PAST TO PRESERVE PEACE?	B. The student will cite evidence for the failure of the League of Nations.	1. Discuss with class the background and reasons for the League of Nations, as a method to resolve international disputes. The teacher may prepare a chart with the goals of the League. (At a future time, this may be compared with a similar chart on the United Nations). The goals of the League should be presented to the class one at a time, with students encouraged to explain and give examples to illustrate each one. a. Was there a need for such an organization? b. Are these goals realistic?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. Have a student or a group of students research and report on the involvement of the United States in the League of Nations. a. Why did the United States refuse to join? b. Do you think we should have joined? c. If the United States had joined, would the league have been a more functional organization? Another group may research and hold a panel discussion or debate on Hitler's attitude toward the League of Nations. 3. Suggested films: a. <u>World War I: Building the Peace</u> b. <u>Don't Be A Sucker</u> c. <u>Adolph Hitler</u> (Pt.1 and 2) d. <u>Road to World War II</u> 4. Discuss the situation: Suppose you were a member of the League of Nations in 1938. a. What would you propose to appease Hitler and maintain lasting peace? b. How would you strengthen the League? c. Would you try to bring the United States into the League? How? 5. Have students answer in writing: Why did the League of Nations fail?
	C. The student will contrast the United Nations with the League of Nations.	1. Prepare a chart of the U.N. similar to the one of the League, suggested in activity 1, Objective B., (goals). Discuss, comparing these goals with those of the League. Elicit from students reasons why the United States adopted

FILMED FROM BEST AVAILABLE COPY

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		a different attitude toward the U.N. than it had toward the League. 2. Have small groups of students research some of the important organizations within the U.N. and report on their function and achievements. Special attention should be given to the peacekeeping functions of the organization. 3. Suggested topics for individual reports: a. Ralph Bunche b. The U.N. peacekeeping troops in the Middle East. c. The role of the U.N. in the Cuban Missile Crisis. d. U Thant 4. Suggested films: Screen News Digest (Vol. 6, Issue 3), an overview of the U.N. 5. Suggested discussion items: a. Should the U.N. be stronger? b. Would the world powers allow the U.N. to be made stronger? c. Has the U.N. been effective in resolving problems and conflicts in world trouble spots? (examples) d. How has technology changed the significance and role of international peace organizations? e. How would you change the structure of the U.N. if you could?
HOW DOES NATIONALISM AFFECT WORLD TROUBLE SPOTS?	D. The student will define patriotism.	1. Introduce the topic by showing the film, Nationalism, having students define the term in writing. 2. Discuss questions: a. Why do we play the national anthem at sports events?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

b. Is the flag sacred? Should students be required to salute the flag? Are they required to salute the flag? Why not?
c. How else is patriotism expressed in this country?
d. Is it patriotic to be patriotic in America? Is it patriotic to criticize the government? (Point out that dissent is also an American tradition along with parades and flags- that it differentiates us from a non-democratic country).
e. What are some patriotic things you could do? What are some non-patriotic things?

(1) Is it unpatriotic to take part in an anti-war demonstration?
(2) Is it unpatriotic to buy foreign cars?
(3) Is it unpatriotic to criticize the President?
(4) Is it patriotic to fight for your country? to die for it?
(5) Is it patriotic to go to church?

The purpose for asking the above kinds of questions would be for students to clarify their own values. The teacher should accept all answers, without judgment, although if a student draws an illogical conclusion it may be pointed out to him with another question.

3. Show the film: Red, White and Blue.

Students should be able, in discussion, to recognize many of the components of patriotism: emotion, symbols, unity. It may be followed up with a discussion of whether Americans are patriotic or not , and how patriotic they ought to be.

4. Compile a list of patriotic symbols. A less able student may like to make a bulletin board display on the symbols of patriotism in the U.S.

5. Item for discussion: Is it possible to be too patriotic?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		6. Have a student research patriotism during Hitler's time in Germany and report to the class. 7. Have each student write a paragraph defining patriotism. Share several with the class.
	E. The student will discover the expressions of nationalism.	1. Divide the class into four groups to research and present oral reports: a. Racial Nationalism - Black Power, Hitler's Master Race. b. Economic Nationalism - American Cars are better, Volkswagen - Car of the People, Coca-Cola, Gulf Oil, "Made in Japan" products. c. Political Nationalism - Democracy or Communism for the world, U.S. in Cuba before 1960, U.S. in the Philippines, Soviet Union in Czechoslovakia, Teddy Roosevelt and the Panama Canal. d. Religious Nationalism - Ireland, Israel, Spain's influence in South America in 1500's, Pakistan, American missionaries abroad. 2. Show and discuss the filmstrip, "Nationalism as a Religion" from the Audio visual kit that accompanies the text, The Shaping of Western Society in the Holt Social Studies Curriculum. 3. Divide the class into small groups and have each one define nationalism from a different point of view. Some of the following types might be used: a. An anti-war hippie b. A factory-worker "hard-hat" c. The President of the United States d. The teacher of this class

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		e. A member of a minority group that is discriminated against f. Fidel Castro From the following discussion, students should conclude that patriotism and nationalism are relative. Teacher might introduce the term "frame of reference" and "values" during the discussion as they apply to nationalism. (Ones definition of nationalism depends on his frame of reference and on his values). 4. Show and discuss the film, Nationalism or the filmstrip by the same title.
	F. The student will relate nationalism and international trouble spots.	1. Discuss the ways nationalism has contributed to international problems. a. Does extreme nationalism lead to war? b. How does nationalism affect the foreign policy of a nation? c. How might a leader take advantage of a people's nationalistic feelings? Can he do this as easily with an educated people? d. Can you think of any world conflicts today that have been affected by nationalism? 2. Have students locate information and report to the class on world situations where nationalism was or is involved. a. Sukarno in Indonesia b. Hitler in Germany c. Cuba and Castro d. New nations in Africa e. Teddy Roosevelt and the Panama Canal f. U.S. and Russia SALT talks g. Ho Chi Minh in Viet Nam

GOAL: THE STUDENT WILL SUGGEST ALTERNATIVE WAYS TO RESOLVE CONFLICTS AMONG NATIONS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
HOW CAN WE MAINTAIN PEACE?	A. The student will examine the policies of major world powers toward international relations.	1. Have students research policies and plans to maintain stability in the world. a. Co-existence b. Containment c. Marshall Plan d. Truman Doctrine e. Strategic Arms Limitation Talks f. NATO and the Warsaw Pact g. Geneva Conference Several of the above policies and plans should be compared and evaluated in class discussion. 2. Suggested discussion questions: a. How does _____ plan work to maintain stability in the world? b. Was (is) the _____ plan successful? c. What do you think would be a successful plan to maintain world peace? Is that idea realistic in light of the national interests of the major powers today? d. Why do the major powers continue to build up armaments? e. Would the involvement of the United States in Viet Nam be an example of co-existence or containment or neither? 3. Allow a group of students to prepare in the library a panel discussion or a debate on United-States and Soviet foreign policy. Maybe each side could be represented in a role playing situation where an issue such as the Strategic Arms Limitations could be demonstrated. The teacher might give the group a list of "issues" and instruct the students to determine the policy of the U.S. and Russia on each. The issues could be real or fictitious.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		4. Topics for research, discussion or essays: a. Nationalism: An Expression of Unity b. Is Isolation Possible? c. The Peace Corps: An Agent for World Peace 5. Following several of the previous activities, students should be ready to make some hypotheses about the causes of international conflicts. This might be done in small group work, with a follow-up class discussion. or The teacher might prepare transparencies containing hypotheses, some of which are true and some false and some true part of the time. In small groups students could be asked to evaluate the hypotheses in light of the evidence they have found so far and return to the class ready to defend, modify or refute the hypotheses. (It may be advisable to give different groups different hypotheses to evaluate). However derived, the hypotheses should be recorded by the students for future reference during the next activities and the case studies.
	B. The student will suggest ways that conflict among nations may be settled.	1. It is suggested that the teacher implement part or all of the state adopted program, <u>World Order</u> from the series, <u>World History Through Inquiry</u>. This paperback book focuses on conflicts among nations with an inductive approach. It considers the questions: a. How do conflicts among nations develop? b. How have they been resolved?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		c. How should they be resolved? d. Are wars an effective way of settling disputes? The culmination of the unit is for students to examine and evaluate several ways the world could be organized for peace. 2. Give the students a list of past conflicts and have them determine how they were resolved. In discussion following the research, ask the students to evaluate the various means of resolving the problems. Suggested topics: a. Hitler's annexation of Poland b. The Cuban Missile crisis c. The problem of Berlin after World War II d. The dispute over Kashmir e. Secession of Katanga province from the Congo, 1960. f. The 1956 Hungarian Revolution 3. Have each student write an essay titled, "My Plan For World Peace in the Year 2000".

GOAL: THE STUDENT WILL ANALYZE THE MULTIPLE CAUSES FOR CONFLICT IN SELECTED WORLD TROUBLE SPOTS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
SOUTHEAST ASIA: A CASE STUDY NOTE: TWO CASE STUDIES ARE DEVELOPED HERE. OTHERS MAY BE RELEVANT WHEN THE COURSE IS OFFERRED.	A. The student will examine the history and geography of Southeast Asia as they have affected the present conflict there.	1. The teacher may present terms to the students: Indo-China, Cambodia, Laos, Burma, Thailand, Domino Theory, Buddhism, Nirvana, Catholicism, Oriental, European, Colonialism, Imperialism, Monsoons, Himalayas, and Guerilla Warfare. 2. Using a map, the teacher may graphically show the area of Southeast Asia. The students may compare the size to the American states. If Viet Nam produces a surplus of food, what position would nearby China take towards the small country? 3. Have students research population statistics and the economic activities of the people. Here again, the students may compare to other countries of particular states in America. Is Viet Nam economically dependent or independent? Why or Why not? 4. Discuss the terrain and climate of the area. a. How does geography affect life in this region? b. Are the natural resources of Viet Nam vital to the major world powers? c. Is Viet Nam's location important? Suggested resources for this case study: a. India and Southeast Asia (Paperback, state adopted) by Petrovich and Curtin. b. Two Vietnam's In War and Peace (Civic Education Service)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. The student will compare the Colonial French and the Vietnamese.	1. Have the students research the beliefs of the Roman Catholic Church and Buddhism. The teacher may prepare a chart to contrast the two religions. An advanced student may prepare a report on Nirvana. After a comparison, the teacher may lead a discussion on whether the religions have more differences than similarities or vice versa. 2. The students may find information on the racial differences between the Vietnamese and the French. 3. Debate: The presence of the French was more beneficial than harmful to Viet Nam. (e.g., the people were converted to Christianity, economy stimulated, educated). 4. The students may write an essay on the topic: "Differences Breed Hatred".
	C. The student will examine the effect of World War II on Viet Nam.	1. After reading, the students may discuss and decide whether the the Japanese were welcomed during World War II. a. Did racial similarities bring changes? b. If you lived in Viet Nam during World War II, would you view the Japanese presence as imperialistic or as freedom from France? 2. Have the students find information on the position of the Vietnamese towards Japan today. 3. An advanced student may prepare a paper on the "Three A Movement" policy of Japan towards Southeast Asia.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	D. The students will discover the terms of the Potsdam Conference of 1945.	1. The students may research the agreements at the Potsdam Conference as related to Southeast Asia. 2. Role Play: The students may be assigned a particular country that participated at the Conference. Using their research, they may re-enact the Conference. 3. Discuss: a. Why was Viet Nam divided? b. If you were a member at the Conference, what would you propose to satisfy all members and still be sensitive to the Vietnamese? c. Why did Great Britain refuse to take South Viet Nam? d. Why was France eager to get back South Viet Nam? e. Why did China decide to permit self-rule in North Viet Nam? f. If World War II was a fight for democracy, why was Viet Nam divided and given to foreign powers? g. Would Viet Nam have been able to govern itself in 1945?
	E. The students will analyze the personalities involved.	1. The students may read biography of Ho Chi Minh, Bao Dai, or Georges Bidault of France. 2. The class may discuss the attitudes and beliefs of Ho Chi Minh. 3. The students may compare Bidault's foreign policy with the beliefs of Ho Chi Minh. 4. Was Bao Dai a puppet of France of was he nationalistic? 5. Discuss the effects of Ho Chi Minh's educational background on his leadership after World War II.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	F. The students will examine the causes and results of the French-Indo Chinese War.	1. Show film: <u>The Rise of Nationalism in Southeast Asia</u>. Was the War a result of Communism? 2. The teacher may prepare a chart comparing the aspects of guerila warfare and conventional warfare and discuss it in relation to Viet Nam. 3. Discuss: a. Why did a major power suffer defeat? b. Can an analogy be made between the French in Viet Nam and England in America in 1776? 4. The students may investigate the effects of the war on the land of Viet Nam.
	G. The students will discover the U.S. position (1946 - 1954).	1. Situation: The United States is the symbol of independence after World War II. If you lived in 1946, how would you view the struggle in Viet Nam? 2. Have students find the position of the United States in 1946. Does the United States still have the same position? 3. Discuss: a. Why did the U.S. join with France in 1950? b. Why did Ho Chi Minh seek aid from Russia? 4. The students may write an essay on the topics: a. Ho Chi Minh was a Nationalist. b. Ho Chi Minh was a Communist. c. The United States Values Friendship over Freedom.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		5. Discuss: Why did Russia Want to Help? 6. An advanced student may report on the Geneva Conference of 1954.
	H. The students will assess U. S. involvement in Southeast Asia.	1. Have the students research the meaning and impact of the Domino Theory. 2. Divide the class into 3 groups. Each group will represent an American President from 1961 to 1971. Each group should then research that President and his actions toward Viet Nam. Reports should then be given to class. 3. Show films: a. Screen News Digest (Vol. 7, Issue 1). This traces the cost and lives of the war. b. Screen News-Digest (Vol. 9, Issue 7). This film is a message by President Johnson on the War. 4. The teacher may take a survey of the class concerning effects of the Viet Nam War on the American People. Example: a. Has the War been beneficial to the American economy? b. Has the war divided the nation? c. Has the news media overplayed the impact of the War? 5. The student should prepare an essay on topic, "United States Plan to Leave Viet Nam". Some essays may be selected and read to the class. 6. Utilize current events, articles in periodicals, etc., as discussion springboards.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
THE MIDDLE EAST: A CASE STUDY.	A. The students will identify the physical setting and resources in the Middle East.	1. The students may draw and label a map of the Middle East. If this area is the focal point of Africa, Europe, and Asia, what importance does it have as far as world travel? Using these maps, the students should differentiate between Arab Nations and Jewish Nations. 2. Show film: <u>The Middle East: Crossroads of Three Continents</u>. 3. Have students investigate the natural resources of the area. 4. Discuss: Why is oil important to major world powers? 5. Show a film on the Suez Canal and the Nile River. Why is the Canal important? 6. Have students prepare individual charts listing the resources of Israel compared to the resources of the Arab Nations. 7. Suggested resources on the Middle East: a. <u>The Islamic World</u>, by Curtin (state adopted) b. <u>The Middle East</u> , by Peretz (state adopted) c. <u>The Middle East and North Africa</u>, by Karpat d. <u>The Middle East</u>, by Tachau
	B. The students will make an hypothesis about the Arab attitude contrasted with the Jewish attitude.	1. The students may select a topic to research and present to class: a. Gamel Nasser b. David Ben-Gurion c. Arab Nationalism d. Islamic Faith e. Judaism f. Biblical Background in the Middle East

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		g. Zionist Dream h. Semitism I. Anwar Sadat J. Jewish Organizations in Miami Area K. Anti-Semitism L. Balfour Agreement M. Golda Meir 2. Show the film - Israel. This film gives an animated history of the Jewish people. 3. Discuss: a. Why did Britain give Palestine to the Jewish people? b. Did the U.N. play an important role in establishing Israel? 4. Debate: The Jewish people were justified in demanding the land of Palestine. 5. Discuss: How do Islam and Judaism differ? Using the reports given by the class, the students should competently contrast the two beliefs. 6. Show film: Problems in the Middle East.
	C. The students will trace the Arab-Israeli Conflicts (1948-1971).	1. Discuss: a. Why did the Arab nations attack in 1948? b. How was the conflict settled? c. Why did the U. S. support Israel? Was this a mistake? 2. The teacher may lead a discussion on the takeover of the Suez Canal by Nasser in 1956. Why would this precipitate a war?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Have students research the six-day war of 1967. a. Why did the War take place? b. Why did Israel win? c. Why did Israel increase its land size? d. Why was the Suez Canal closed? 4. Show film on the War - Screen News Digest (Vol. 10, Issue 1) This film gives events leading to the War. 5. The teacher may want to bring in a local speaker to discuss developments from 1948 to 1971. 6. Have students prepare an essay on the topic: "There is No Peace in Jerusalem".
	D. The students will evaluate the role of the United States and the U.S.S.R. in the Middle East.	1. A general discussion on why these powers have an interest in the Middle East may introduce the class to the topic. 2. An advanced student may research Secretary of State Dulles' attitude toward the Middle East. Other students may investigate the Aswan Dam and its importance in world affairs. A weaker student may study and present a report on the Nile River's importance to Egypt. 3. Discuss the importance of the Aswan Dam to Egypt. 4. Survey the students on their attitude toward the conflict. Which side do they favor? 5. Have students investigate the financial and military aid that has been sent to Israel and Arab nations.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		6. Situation: Russia becomes allied with the Arab nations and supports the destruction of Israel. What would be your position if you were President of the U.S. , forced with a possible third World War? 7. Discuss: a. Is peace in sight in the Middle East? b. What steps should the U.S. and Russia take to insure peace? 8. Role Play: You are a stockholder in Shell Oil. An Arab-Israeli conflict threaten your oil wells and your money. Present your position to the Secretary of State of the United States.

GOAL: THE STUDENT WILL PREDICT THE FUTURE OF WORLD TROUBLE SPOTS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
BEYOND PRESENT TROUBLE SPOTS	A. The student will analyze current events.	1. If students have been analyzing current events throughout the nine weeks in small groups: Time might be allowed near the end of the term for group preparation of oral reports based on their news collection. The oral reports should be presented by more than one individual, possibly through a panel discussion or a skit. Reports should include: a. A description of the physical factors influencing events in the region. b. A summary of newsworthy events in the region for the past nine weeks. c. Historical background to the events. d. Analysis of the factors that have influenced the conflict: political, religious, racial, economic. e. A consensus by the group as to the causes for the problems. f. The role of other nations in the conflict, including the U.S. g. Predictions for the future outcome of the situation. 2. The teacher might collect news articles from periodicals of differing viewpoints or even from different countries. Copy them for the class and compare them in discussion. From such an exercise students should improve their ability to distinguish between fact and opinion and should develop a criticial attitude toward what they read. 3. Divide the class into small groups. Give each group a list of quotations or excerpts from recent news articles. Have them attempt to decide the true facts of the situations from the articles. If different groups are given different interpretations of the same event, the group reports should provide a good critical discussion.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		4. Give students excerpts from newspapers of different countries. Have them try to figure out what country it came from. The teacher should be sure there is enough information in the excerpt chosen for students to draw logical conclusions. 5. Have students write news articles about current world trouble spots. Have them pretend they are newspaper correspondents, and their assignment is to analyze the situation as they view it first hand. One way to do this is to get a Screen News Digest film of a major event and have students write the articles after viewing the film. 6. Play a game of "Trouble Spot" in which students are divided into teams and told to read the daily news and watch the newscast on television. In class have a moderator give clues concerning a world event that was reported the day before, e.g., "14 American airmen were shot down over this nation yesterday." The first team to decide the location of the event correctly wins a point. It may be done with a world map, where students point out the place, or orally. This activity may be carried on for several days for 10 or 15 minutes at the beginning of class, with points accumulated from day to day.
	B. The students will predict the future of world trouble spots.	1. The teacher may present small groups with a list of present and potential trouble spots, e.g., South African apartheid, a current political turn-over in Latin America, etc. (dependent on current news items). The student should be asked to analyze the problem, make hypotheses about the causes of the problem, and predict the future.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. Have each student select one world trouble spot to study. He should prepare a written report (or some other presentation) in which he describes the problem, proposes reasons for it, analyzes the factors (historical, political, economic, religious, racial) that have contributed to it, and predicts the future of it. 3. As a culminating activity, students might be asked to write an essay on the current status of world peace and his predictions (or hopes) for the future.

MATERIALS

I. RECOMMENDED BASIC TEXTUAL MATERIALS

Newspapers should be available for use in the classroom.

* Massialas, Byron G. and Jack Zevin. World Order: World History Through Inquiry. Chicago: Rand McNally and Company, 1970 (state adopted paperback).

* Peretz, Don. The Middle East. Boston: Houghton Mifflin, 1969 (state adopted paperback).

Two Viet Nams in War and Peace. Washington, D.C.: Civic Education Service, 1968 (paperback).

II. ALTERNATE STUDENT AND CLASS MATERIALS

A. Textual

* Curtin, Philip E. The Islamic World. Morristown, New Jersey: Silver Burdett Company, 1970 (paperback).
* High School Geography Project, The. Geography in an Urban Age. New York: The MacMillan Company, 1971 (state adopted).
* James, Preston, and Nelda Davis. The Wide World. New York: The MacMillan Company, 1967 (state adopted).
* Jones, S. B. and M. F. Murphy. Geography and World Affairs. Chicago: Rand McNally and Company, 1971 (state adopted).

Karpat, Kemal. The Middle East and North Africa. New York: Harcourt, Brace and World, 1968 (paper).

Kublin, Hymen. The Rim of Asia. New York: Scholastic Book Services, 1965 (paperback).

* Petrovich, Michael and Philip Curtin. India and Southeast Asia. Morristown, New Jersey: Silver Burdett Company, 197C (state adopted).
* Saveland, Robert. World Resources. Boston: Ginn and Company, 1968 (state adopted).

Stavrianos, L. The Middle East. Boston: Allyn and Bacon, 1970.

* State Adopted

B. Audio Visual

			Dade County #
Screen News Digest, Vol. 5, Issue 4	24'	BW	1-12685
World War I: Building the Peace	11'	BW	1-05165
Don't Be A Sucker	20'	BW	1-10124
Adolph Hitler Part 1	26'	BW	1-31571
Part 2	26'	BW	1-31572
Road to World War II	18'	BW	1-13291
Screen News Digest, Vol. 6, Issue 3	23'	BW	1-12694
Nationalism	20'	BW	1-10133
Red, White, and Blue	27'	C	1-31478
Nationalism as a Religion - 1 filmstrip			
Understanding Others	12'	C	1-10055
Screen News Digest, Vol. 10, Issue 3	18'	BW	1-12743
Rise of Nationalism in Southeast Asia	16'	BW	1-13323
Screen News Digest, Vol. 7, Issue 1	20'	BW	1-12705
Screen News Digest, Vol. 8, Issue 7	16'	BW	1-12721
The Middle East: Crossroads of Three Continents	15'	BW	1-12067
Suez	14'	C	1-12630
Nile River	15'	C	1-12120
Israel	27'	C	1-30943
Problems in the Middle East	22'	C	1-12607
Screen News Digest, Vol. 10, Issue 1	16'	BW	1-13228

III. SUGGESTED TEACHER RESOURCES:

Fairbank, John K. and Edwin O. Reischauer, East Asia: The Great Tradition. Boston: Houghton Mifflin Company, 1960.

Goldman, Eric F. The Crucial Decade and After: America , 1945-1960. New York: Alfred A. Knopf, Inc., 1960.

Hall, D.G.E. A History of South-East Asia. New York: MacMillan, 1968.

Reischauer, Edwin O. Beyond Vietnam: The United States and Asia. New York: Alfred A. Knopf, Inc., 1967.

The teacher may also contact the Center for War/Peace Studies, 218 E. 18th Street, New York, New York, 10003 and the Diablo Project, 50 Vashell Way, Orinda, California 94563. These centers have recently developed curriculum units and techniques dealing with international problems.